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ABSTRACT

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this module (Module 7) consists of a series of readings and activities to aid the counselor in assessing the career education needs of youth. (It is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) Module 7 contains a reading selection on a needs assessment strategy using the Hawaii Career Development Continuum (HCD) and three activities which instruct the counselor in the development and implementation of a career education needs assessment. (TA)

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CAREER EDUCATION

ADMINISTRATORS AND COUNSELORS

IMPLEMENTATION MODEL

PHASE IV, HAWAII CAREER DEVELOPMENT CONTINUUM PROJECT

"Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii"

MODULE VII

DEVELOP AND IMPLEMENT NEEDS ASSESSMENT

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

College of Education, University of Hawaii
Office of Instructional Services, Department of Education
State of Hawaii

SEPTEMBER 1976

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PROJECT OVERVIEW

The overall plan for the development of Career Education in the state of Hawaii was conceived as the Hawaii Career Development Continuum Project. To date the continuum consists of the following phases:

PHASE I (1972) - Development of a Continuum for Career Development K-12.

PHASE II (1972-73) - Development of Curriculum Guides K-12 and an ETV series for grades 4-6.

PHASE III (1974-75) - Development of teacher education models and training of teacher cadre, etc.

PHASE IV (1975-76) - Development of model and materials for counselors and administrators.

As can be seen, Phase IV was designated as the training component for administrators and counselors.

The initial segment of Phase IV was to develop a model to characterize the training procedures. The next task was to collect and/or develop a set of materials for each module of the training program. The initial set of materials is designed to present the administrators and counselors an opportunity to seriously examine Career Education and its implications for their institutional roles. The balance of the materials tend to focus on the various administrative functions which affect implementation of Career Education.

The series of documents comprise the materials for an in-service program for a variety of administrative positions at the school and district level. There is a certain flexibility since the materials are designed to be used as a group inservice or a self-learning system.

Program Organization

There are six (6) modules for administrators, four (4) for counselors in the phase. The first two are common while the balance are specific to either counselors or administrators. The modules are:

Module I--Information

Module II--Orientation

Module III--Teacher Information and Orientation for Administrators

3.1 Identify Change Strategy

Module IV--Planning

4.1 *Develop Plans for Curriculum Preparation and Infusion*

4.2 *Plans for Resource Allocation*

4.3 *Plans for Scheduling*

4.4 *Plans for Community Involvement*

Module V--Implementation

5.1 *Supervision of Teaching*

5.2 *Curriculum Evaluation*

Module VI--Evaluation of Career Education (Administrator)

Module VII--Develop and Implement Needs Assessment

Module VIII--Implementation

8.1 *Preparation and Evaluation of Counselor Material*

8.2 *Consultation to School Personnel*

8.3 *Integration of Coordination of School and Community Resources*

Each module has a similar format. A short introduction provides an overview of the material to be covered, and a set of goals which are to be addressed in the module. In the common modules a time frame and a description of the materials are suggested for use with each goal statement.

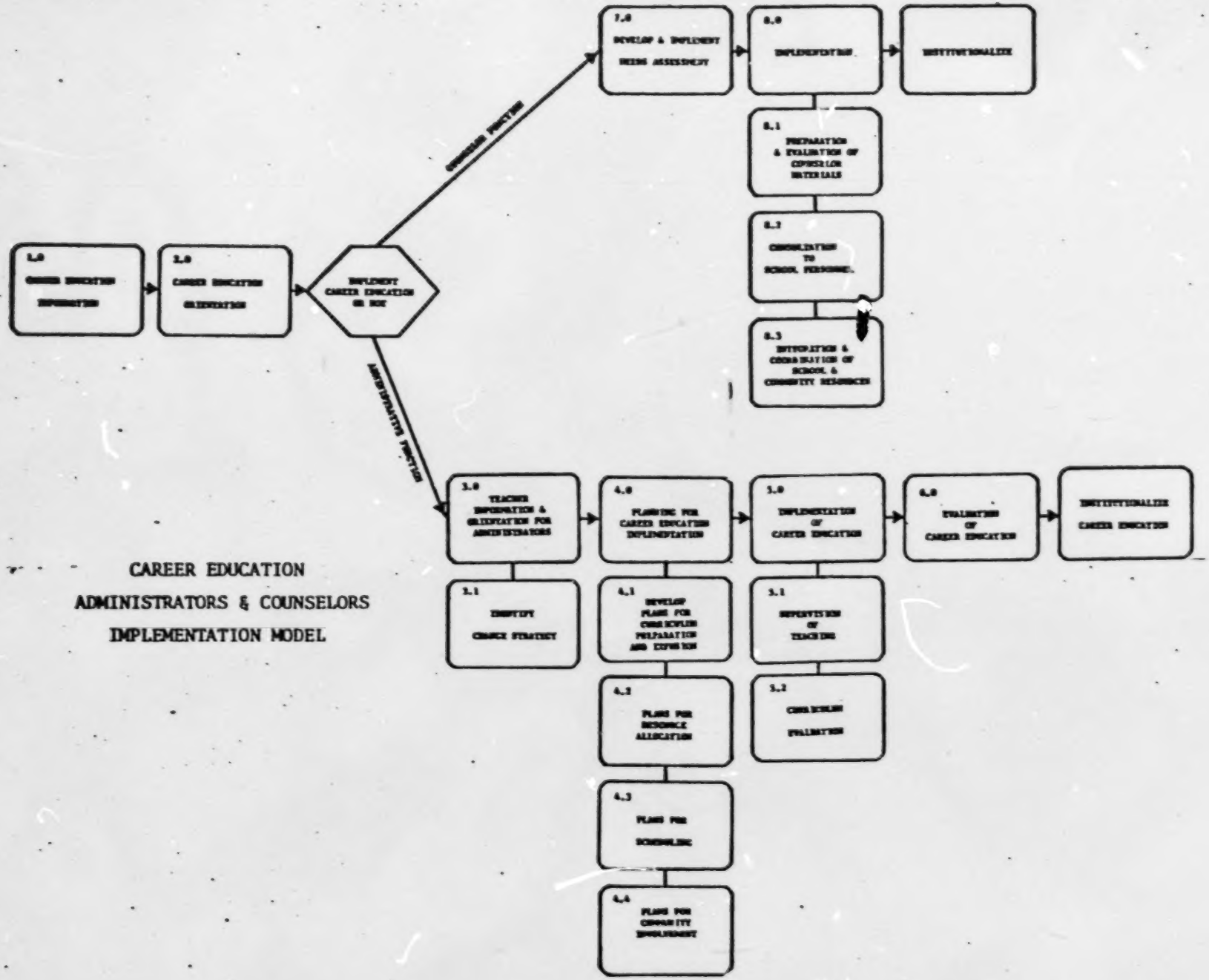
In the administrator and counselor specific modules a lesson format is suggested, since the use of these materials may vary widely from situation to situation.

In addition, there are specific comments for use by a workshop facilitator, instructor, etc., for those lessons where such teaching suggestions are appropriate. Several of the modules contain simulations or other learning activities to reinforce the appropriate goal statement.

Each module has supplementary readings which can be duplicated and handed to the participants either prior to or during the workshop. When there is a time frame for a module, the estimated time has included a period for perusal of the article during the workshop. If the materials are read in advance, the time estimates should be adjusted accordingly. A bibliography is also attached for those modules where it is appropriate.

Again, it should be noted that this set of materials is a guide to training administrators and counselors in the implementation of career education. It is not a prescription which should be followed unwaveringly. Some modules may be inappropriate for certain groups. It is the responsibility of the workshop facilitator to consider the individual differences within and between groups and to gauge the presentations accordingly.

It should further be noted that this implementation program is based upon the notion that there will be a time span between the end of one module and the beginning of the next. Since the entire program would take twenty to thirty hours at a minimum, and given the workshop regulations of the Department of Education, that would be a logical supposition.



CAREER EDUCATION

ADMINISTRATORS & COUNSELORS

IMPLEMENTATION MODEL

ACKNOWLEDGMENT

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NEEDS ASSESSMENT MODULE

The Needs Assessment Module consists of a series of readings and activities to aid the counselors in assessing the career education needs of youth. Current trends indicate that counselors are becoming more involved and committed to career education throughout the nation. Counselors have found that with a reorganization of priorities, with a reallocation of time, and with a redefinition of counselor role and function, they have been able to implement career education programs and at the same time, fulfill their many other counseling responsibilities. The inclusion and infusion of career education into the counseling repertoire will mean that a counselor will also choose to become a teacher of teachers, a coordinator of community resources, and an occupational and educational information specialist. Underlying these multi-counseling directions are the actual needs of youth.

Counselors, therefore, are present in our schools for the stated purposes of meeting the needs of youth. Yet, there appears to be a minimal documentation of these needs.

The lessons are suggestions to aid counselors in the documentation of these needs through the process of needs assessment. It is expected that the counselors will modify these suggestions according to the career education needs of their school.

At the completion of this module, the reader should:

1. Be able to develop a career education needs assessment.

2. Be able to implement a career education needs assessment.

Lesson 1

Content

The integration and articulation of a career education program throughout any school system requires the cooperation and commitment of educators, students, parents, counselors, alumni, employers, and other members of the community, with the counselor assuming a significant role. In order that the career education program be beneficial, it must be current. Further, to insure viability, the program must be based on local needs and priorities. Therefore, the needs assessment process must consider all of these groups and be conducted ongoingly.

Operationally, career education needs represent the discrepancy between one's career education present status and desired status. Therefore, the assessment of needs begins with the collection of reliable baseline data in order that decisions can be made about the type and kind of action that is required to reduce that discrepancy. To obtain this reliable baseline data, each component of the assessment must be carefully selected and rigidly defined. Interpretation of the variance between what is current and what is desired must be carried out carefully and cautiously. Misinterpretation could result in an unnecessary utilization of resources. Therefore, interpretations must be clearly worded and clearly stated in performance language. Clarity and accuracy in these statements promotes the implementation process with less chance for error to occur.

An appropriately designed and implemented needs assessment strategy should measure the desired and current career education status of student populations. Since students are the direct consumers of career education programs, their perceptions are important. However, other adults such as counselors, administrators, parents, teachers, and employers can also provide valuable information about the career education needs of students. Thus a complete career education needs assessment strategy would also include the assessment of teacher and administrator career education instructional competencies, parent attitudes toward career education, and employer potential for the implementation of a comprehensive career education program. To reiterate, these assessments would offer variance data on what is current and what is desired within the respective populations. If there is a discrepancy between desired and current career education goals and performance objectives, corrective courses of action need to be implemented by the counselor; such as:

1. Being a teacher of teachers, the counselor will need to provide in-service career education training.

2. Being a coordinator of community resources, the counselor will need to refine and strengthen the coordination between school, community and parents.

3. Being a specialist in occupational and educational information, the counselor will need to meet with teachers, administrators, students, parents, and the community-at-large to disseminate career education information as well as identify and develop new career education resources.

After completing the readings, the counselor will have a more adequate understanding of the development and implementation of a career education needs assessment. There are three activities which are interrelated to help the counselor in career education develop a distinctive needs assessment strategy.

READING

A NEEDS ASSESSMENT STRATEGY

In order to identify the career education needs of youth, nationwide surveys, such as the National Assessment of Educational Progress Study, are conducted to determine the perimeters of a comprehensive career education program. These surveys consist of studies of the pertinent career education literature as well as content analyses of available career education programs which lead to the identification of career education needs of youth. These needs can be categorized into student-oriented areas which then become the criteria to compare our local school needs assessment. For each area identified, need statements are developed and field tested. Typical need statements for identified need areas are:

Self Realization. I need to know more about the work world in order to make a good career decision.

Economic Efficiency. I need to know how home, community, and workers contribute to my well-being.

Civic Responsibilities. I need to know how I can contribute my efforts to civic groups to help carry out community projects.

Social Relationships. I need to know about my social roles as they are related to school and community groups.

The assessment of the current career education status of a student can be accomplished by survey tests of knowledge and attitude inventories. The Occupational Knowledge Survey is one standardized instrument that assesses a students knowledge of the world of work. Psychological instruments as the World of Work Inventory, the Work Values Inventory, and the Career Maturity Inventory are examples of attitude inventories. Data from these current status assessment instruments used in conjunction with the desired status assessment data are used to design career education programs for specific groups.

The tabulation and presentation of data for purposes of assessing needs is done best by using frequency and percentages as means of reporting results. The interpretation and application of the data will depend on the population assessed. Comparisons with data from the national resource survey can be made with local data in a variety of ways.

The interpreted data are a natural foundation for program development or change. The data may suggest need for modifications, should familiarize those involved with the local and national scene, and also provide a bases for future planning and decision making.

Development. For the purpose of this lesson, the major goals and subgoals of the Hawaii Career Development Continuum (HCD) will be operationally defined as career education needs and subneeds for grades K through 12 students in Hawaii. The HCD is intended to help teachers and counselors provide learning experiences which will aid students to become fully functioning persons capable of realizing their career development.

The Hawaii Career Development Continuum goals (needs) are categorized into four student-oriented areas as follows (see Figure 1):

1. Developing capabilities for achieving Self Realization through self-understanding and decision making.

2. Developing capabilities for being Economically Efficient as producer and consumer of good services.

3. Developing capabilities for establishing and maintaining healthy Social Relationships.

4. Developing capabilities for carrying out Civic Responsibilities at work and in the community.

Each of the four major goals (needs) has six subgoals (subneeds) which are articulated across all grade levels grouped as follows: K-3, 4-6, 7-9, and 10-12. Each HCD subgoal (subneed) is accompanied by one or more related learner objectives. Each learner objective is accompanied by several learning experiences (see Chart 1). The HCD identifies the four desired status needs for the various age groups. Chronologically, the identification of these four developmental need areas of career education is followed by the development of need assessment instruments. Thus, a list of need statements would be developed for each of the major need areas. Need statements incorporate the best thinking of the students, the parents, the community, and the school faculty. Each grade level needs assessment inventory would consist of need items relevant to the four developmental areas of career education in Hawaii--Self Realization, Economic Efficiency, Social Relationships, and Civic Responsibilities. Need statements incorporate WHO, WHAT, and WHY elements. They do not specify a given action, behavior, or outcome. A typical student statement in the area of Self Realization would be:

Population--students
Area--Self Realization
Need Statement: I (who) need to know more about careers (what) in order to insure a good future (why).

Item stems can be altered to obtain reactions from any particular group. For instance, for the purpose of obtaining parent/adult reactions, a student statement of "I need . . . ." can be rephrased to "Students need . . . ." Thus, the previous need statement for students would now read for parents/adults as:

Population--parents/adults
Area--Self Realization
Need Statement: Students (who) need to know more about careers (what) in order to insure a good future (why).

In addition to the need statements developed for a particular population, those who complete a needs assessment inventory can also submit additional need statements they consider appropriate to the inventory.

In developing specific need statements for this lesson, an examination of Chart 1 indicates that the Self Realization Goal (need)-Developing Capabilities for Achieving Self-Realization Through Self-Understanding and Decision-Making

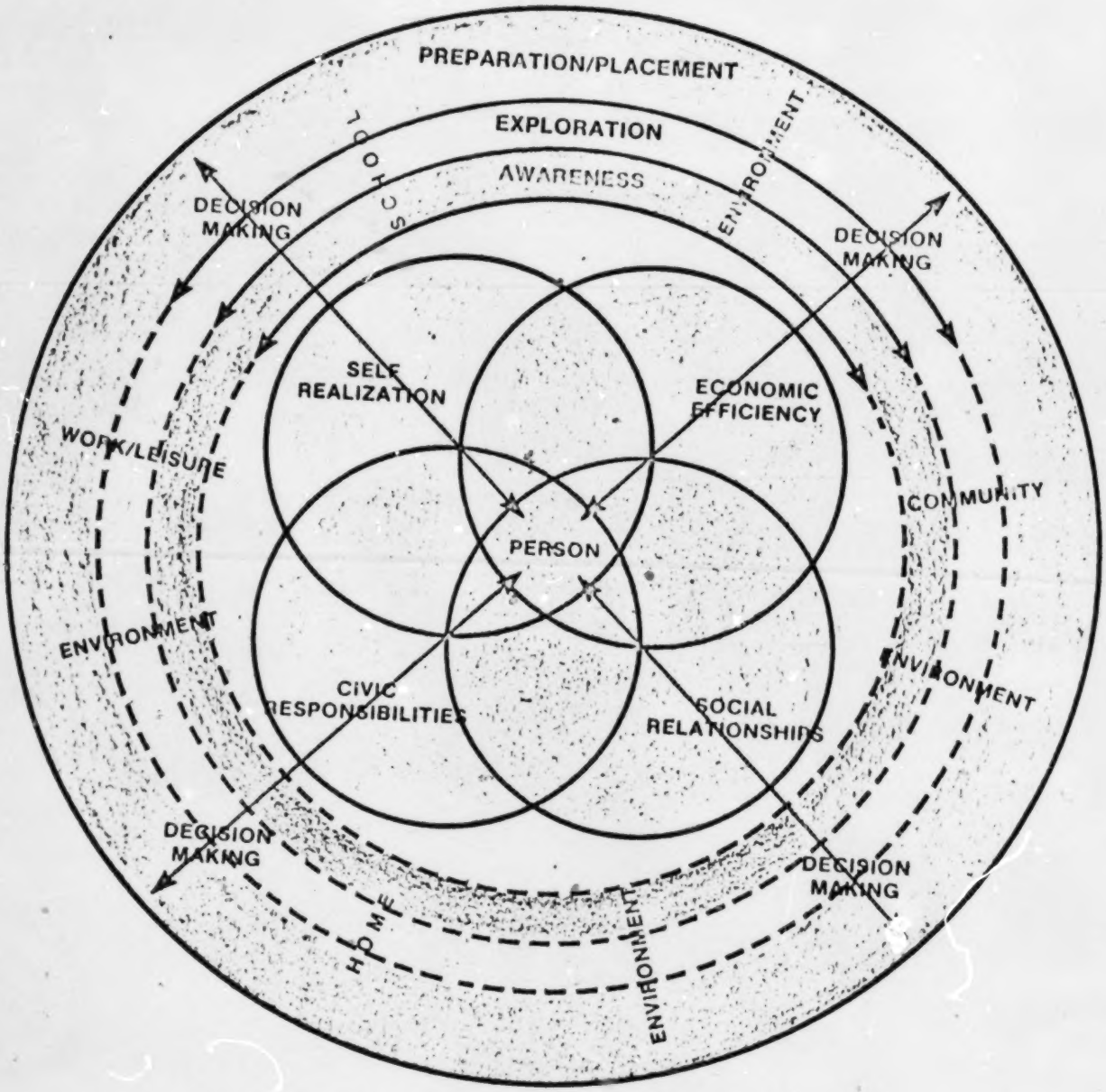

Fig. 1 Conceptual model of career development

Chart 1

Goal: Developing Capabilities for Achieving Self-Realization Through Self-understanding and Decision-making.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Acquire skills of self-appraisal.	1. Each learner will be able to list or describe three personal attributes.			
	2. Each learner will be able to tell the subject matter areas in which his/her performance is above average.	1. Each learner will be able to describe his/her performance in each subject matter area.	1. Each learner will be able to identify different types of physical work demanded by a variety of jobs, and assess his/her present level of skill development.	1. Each learner will be be able to show that he/she knows the vocabulary for use in various situations and can assess his/her performance in communication skills related to specific job requirements.
	3. Each learner will be able to give an example of personality variables about himself/herself.	2. Each learner will be able to list or describe three personality variables about himself/herself.	2. Each learner will be able to complete his/her individual profile, and will be able to tell his/her major interests, aptitudes, and values.	2. Each learner will be able to complete a career preparation plan which is realistic in terms of a) his/her qualifications and b) existing opportunities.
	4. Each learner will be able to list or describe one unique personal characteristic.			

has six subgoals (needs) with Subgoal (subneed) 1--Acquire Skills of Self-Appraisal on this page accompanied by Learner Objectives by Levels: K-3, 4-6, 7-9, 10-12. A need statement which pertains to this goal (need) and subgoal (subneed) can be developed from any of the Learner Objectives for a particular level. A need statement related to Learner Objective 2 of Level 10-12 can be:

> I need to learn about my interests, aptitudes, and personality in order to find the most appropriate career.

Implementation. The implementation process includes the following steps:

1. Counselors and selectes tudents in a specific school would validate the need statements. This is accomplished by relating the school's counseling objectives to the developed need statements. Need statements can be deleted from the list if they do not apply or added to the list if appropriate.

2. The training of interviewers is the next step. This cadre could be paraprofessionals, parents, teachers and students who will conduct interviews to collect needs assessment data. Methods of obtaining needs assessment data include written surveys, open-ended interviews, structured interviews, tests, attitudinal measures, and relevant reports. For this lesson, teachers and/or counselors would administer a needs assessment inventory to a total class. Surveying the entire population or at least a large sampling (50% or above) is in order.

3. After the data is collected, task groups made up of counselors, teachers, students and administrators are formed either by grade level or in other desired combinations. Their analysis of the data allows the task group members to interact with each other in decisions pertaining to career education. For each need area assessed, priorities will be established by using frequency percentages.

4. High priority needs are translated into written goal statements. Writing specific goal statements enables the faculty to think of students in positive terms. The need statement stem "I need to . . . ." or "Students need to . . . ." is translated into the goal statement stem "The student will be able to . . . ." An example of a specific need statement translated into a goal statement is:

   Population--students
   Area--Self Realization
   Need Statement: I need to learn about my interests, aptitudes, and personality in order to find the most appropriate career.

   Goal Statement: The student will take a battery of tests followed by an interpretation that relates test results to a career(s).

5. Performance objectives are written for each goal statement. They incorporate descriptions of those dimensions which will indicate exactly when a student has achieved a goal. A performance objective tells the student what he should be able to do (skills, knowledge, attitude), under what conditions (what resources), and how much or how often he should be able to do it (what percent of time). A general example of a performance objective is:

> Student 007 will be able to demonstrate career education skill X at the end of a four month training program with an "A" to "B" grade performance.

Specifically, the following demonstrates the translation of a need statement into a goal statement into a performance objective:

Population--students
Area--Self Realization
Need Statement: I need to know about my interests, aptitudes, and personality in order to find the most appropriate career.

Goal Statement: The student will take a battery of tests followed by an interpretation that relates test results to a career(s).

Performance Objectives:

1. Define each: Interest
   Aptitude
   Personality

2. How are a person's interests, aptitudes, and personality dynamics related to a career choice?

3. With reference to the battery of tests, what career areas should you consider and what career areas should you not consider? Why?

4. Where on-campus and off-campus can you secure information about the career(s) you are considering?

5. When do you plan to commit yourself to your new career choice?

Need statements, goal statements, and performance objectives, individually or combined, within a grade level or between grade levels, all serve as guidelines to future career education planning. Task groups need to study goal statements and performance objectives for commonality within their task group and between task groups. The data generated and shared will assist the counselor, teacher, and administrator accomplish their respective mission within the career education program.

Activity 1

Analysis of Needs Assessment Materials

The attached career education needs assessment inventories are drafts developed from the HCD for grades 4-6, 7-9, and 10-12. The task groups who developed them agreed to the following:

A. Data should be kept anonymous and confidential.

B. Minimal biographical data would be collected: grade, school, class, room number, age, sex, ethnic group.

C. The collected data would represent the results from each grade level in each school.

D. The Yes-No-Not Sure checking format was selected since it saves time; thus the inventory could be administered to a class in one class period.

E. Development and implementation would include students, teachers, faculty, parents, and community.

THE TASK

1. Critically analyze the task group agreements, attached career education needs assessment inventories and administration directions.

2. Recommend possible alternatives for improving the agreements, directions, and inventories.

3. The group will meet as a whole to share the different alternatives for improvement.

CAREER EDUCATION

NEEDS ASSESSMENT INVENTORY

GRADE _____

Date:

School:

Class Period:

Room No.:

Age:

Sex:

Ethnic Group:

Instructions

(Please read to yourself while I read the instructions aloud.)

This survey has been designed to obtain ideas from you, the students, in our school: name of school. The main purpose of this exercise is to gather information regarding your thoughts and ideas about jobs, work, careers.

The information you provide will enable us to be more helpful to you.

This is not a test. There are no right or wrong answers. Please answer with a check mark (✓) under Yes, No, or Not Sure. Please answer all items. (Administrator of survey may want to read aloud all items.)

DRAFT

Grades 4-6

NEEDS ASSESSMENT INVENTORY

SELF-REALIZATION	Yes	No	Not Sure
1. I know how I am doing in all of my classes.	____	____	____
2. I know how to improve myself when I need help.	____	____	____
3. I know how to make a decision.	____	____	____
4. It is important to know how to find a job.	____	____	____
5. Good study habits can help me get good grades in school.	____	____	____
6. People are different in many ways.	____	____	____
ECONOMIC EFFICIENCY			
1. The world of jobs is made up of many people helping each other in different jobs.	____	____	____
2. I know of a job which helps us become better people.	____	____	____
3. I know two ways to make my classroom a better place to work and learn.	____	____	____
4. I know of a job that was discovered since I was born.	____	____	____
5. I can list three ways to keep a job.	____	____	____
6. I can list the subjects I need to learn in order to get the job I want.	____	____	____
CIVIC RESPONSIBILITY			
1. I know how to be responsible for any work I do.	____	____	____
2. There are activities in my neighborhood that help people in many ways.	____	____	____
3. I know what makes a good citizen.	____	____	____
4. I feel good when I do a job well.	____	____	____
5. I know jobs that can save our land, air and sea.	____	____	____
6. My being in a group helps me better understand myself and the group.	____	____	____

SOCIAL RELATIONSHIPS	Yes	No	Not Sure
1. The way I treat people makes me feel good or bad.	____	____	____
2. I can describe one adult who is special to me.	____	____	____
3. Many jobs are done better with the cooperation of two or more people.	____	____	____
4. I can name two jobs which help others.	____	____	____
5. I can change my ways of doing things when necessary.	____	____	____
6. I can describe one job which is related to another job.	____	____	____

DRAFT Grades 7-9

NEEDS ASSESSMENT INVENTORY

SELF-REALIZATION	Yes	No	Not Sure
1. I can make a list of things I can do and the area of work they belong to.	____	____	____
2. I know why people like and dislike me.	____	____	____
3. I can follow the steps to make a decision about a course choice.	____	____	____
4. I have studied three careers and know what their duties are.	____	____	____
5. I know that my life style would change if I volunteered once a week to help handicapped children.	____	____	____
6. I know five ways in which I am different from my neighbor.	____	____	____
ECONOMIC			
1. I know of two jobs which work with things and two jobs which work with people.	____	____	____
2. I know ten different types of workers in the community.	____	____	____
3. I can name two ways that a worker I know helps people.	____	____	____
4. I know of two jobs that were not available to my grandfather but are open to me.	____	____	____
5. I can tell you two skills I will need to get the job I want.	____	____	____
6. I can list two reasons why I need to read and write to get a job.	____	____	____
HEALTHY SOCIAL RELATIONSHIPS			
1. I know that I must communicate well to keep friends.	____	____	____
2. I know the roles I will take on as an adult - e.g., family, work, religious.	____	____	____
3. I know what makes or breaks teamwork.	____	____	____
4. I know three different jobs which need the same kinds of skills.	____	____	____

	Yes	No	Not Sure
5. I know that each teacher has different class rules which I must follow.	____	____	____
6. I know counselors and teachers advice can help me in selecting my classes.	____	____	____

CIVIC RESPONSIBILITIES

1. I know that working together in a group can be rewarding if each person does his share.	____	____	____
2. I know that participating in student council takes a lot of time but is rewarding.	____	____	____
3. I know that if there were no traffic regulations and policemen to enforce them, driving would be dangerous.	____	____	____
4. I know that I will gain new experiences and knowledge through working.	____	____	____
5. I know a job which conserves natural resources for many reasons.	____	____	____
6. I know that if I'm tardy or absent from my job, my work will have to be completed.	____	____	____

DRAFT

Grades 10-12

NEEDS ASSESSMENT INVENTORY

SELF REALIZATION	Yes	No	Not Sure
1. I need help in learning about myself, interests, talents and jobs that I would be best at.	____	____	____
2. I need to talk to my counselor and teachers about the kinds of jobs that I might be good at.	____	____	____
3. I need to know how to make career related decisions.	____	____	____
4. I need to know what I can do now to prepare for work that I want to do in the future.	____	____	____
5. I need to know the types of jobs that would satisfy my life style.	____	____	____
6. I need to appreciate my own life style as well as the life style and values of others.	____	____	____
ECONOMIC EFFICIENCY			
1. I need to know about one job and the occupational cluster in it.	____	____	____
2. I need to know how home, community and state workers contribute to my well being.	____	____	____
3. I need to know how my career choice contributes to society.	____	____	____
4. I need to know what the trends will be for jobs in the future.	____	____	____
5. I need to learn about the skills I will need for the career areas I am interested in.	____	____	____
6. I need to know what the educational requirements are for the jobs (careers) that I am considering.	____	____	____
CIVIC RESPONSIBILITIES			
1. I need to develop an understanding for the rights, privileges and responsibilities I have to the society I live in.	____	____	____
2. I need to understand how participation in civic groups helps our community and school.	____	____	____

		Yes	No	Not Sure
3.	I need to be aware of the rules for the operation of civic groups in our community.	____	____	____
4.	I need to know how to be economically self sufficient in society.	____	____	____
5.	I need to understand how the conservation resources contributes to the availability of various occupations.	____	____	____
6.	I need to know how I can contribute my efforts to civics groups to help carry out community projects.	____	____	____

SOCIAL RELATIONSHIPS

1.	I need to know the skills that are necessary for good relationships with people on and off the jobs.	____	____	____
2.	I need to know about my social roles as they are related to school and community groups.	____	____	____
3.	I need to understand the advantages of cooperation as it relates to a better work environment.	____	____	____
4.	I need to know more about the occupations available in the public service area.	____	____	____
5.	I need to develop an awareness of skills, knowledges, attitudes and personal qualities necessary in becoming a more effective and efficient employee.	____	____	____
6.	I need to understand the importance and the value gained from group membership.	____	____	____

Activity 2

Development

TASK: Develop a career education needs assessment inventory for your school.

Activity 3

Implementation

TASK: Implement a career education needs assessment in your school.